

NAEP 2005 Science Report for Idaho, Inclusion Report

Assessing Students With Disabilities (SD) and/or English Language Learners (ELL)

The results displayed in this report and official publications of NAEP 2005 results are based on representative samples that include students with disabilities (SD) and students who are English language learners (ELL). Some of these students were assessed using accommodations (such as extra time and testing in small groups). In state NAEP science assessments prior to 2000, no testing accommodations or adaptations were permitted for students with disabilities and students who were English language learners. However, research carried out by NAEP showed that the results for students who were accommodated could be combined with the results for unaccommodated students without compromising the validity of the NAEP scales in trend comparisons. Therefore, the students who were identified as SD or ELL and typically received accommodations in their classroom testing, and who required these accommodations to participate, also received them in the NAEP assessment, provided the accommodations did not change the nature of what was tested.

Students who had an Individualized Education Program (IEP) or were protected under Section 504 of the Rehabilitation Act of 1973 were to be included in the NAEP assessment except when

- ✓ the school's IEP team determined that the student's cognitive functioning was so severely impaired that she or he could not participate;
- ✓ the student's IEP required that the student had to be tested with an accommodation or adaptation that NAEP does not allow, and the student could not demonstrate his or her knowledge without that accommodation.

All ELL students who received academic instruction in English for three years or more were to be included in the assessment. Those ELL students who received instruction in English for less than three years were to be included unless school staff judged them to be incapable of participating in the assessment in English.

NAEP 2005 Science Report for Idaho

Toward a More Inclusive NAEP: Students With Disabilities and English Language Learners

It is important to assess all students selected in the randomized sampling process, including students with disabilities (SD) and students who are classified by their schools as English language learners (ELL). Some students sampled for participation in NAEP can be excluded from the sample according to carefully defined criteria. School personnel, guided by the student's Individualized Education Program (IEP), as well as eligibility for Section 504 services, make decisions regarding inclusion of students with disabilities in the assessment. They also make decisions regarding inclusion of English language learners, based on NAEP's guidelines, by evaluating the student's capability of participating in the assessment given the available accommodations, and taking into consideration the number of years the student has been receiving instruction in English. The results displayed in this report and in other publications of the NAEP 2005 science results are based on representative samples that include SD and ELL students who were assessed either with or without accommodations, based on NAEP's guidelines.

Percentages of students excluded from NAEP may vary considerably across states, and, within a state, across years. Comparisons of results across states and within a state across years should be interpreted with caution if the exclusion rates vary widely. The percentages of assessed students classified as SD or ELL, as well as their NAEP performance in each participating state and jurisdiction, are available in an interactive database at the NAEP website (<http://nces.ed.gov/nationsreportcard/nde/>).

Prior to 2000, no testing accommodations were made available to the samples of students with disabilities and the English language learners in state NAEP science assessments that served as the basis for reported results. In the 1996 national and 2000 national and state science assessments, NAEP researchers drew a second representative sample of schools. Accommodations were made available for students in this sample who required them, provided the accommodation did not change the nature of what was tested. For example, students could be assessed one-on-one or in small groups, receive extended time, or use a large-print test book. In science, students had the option of having the test questions read aloud in English, an English-Spanish glossary (in 2000), or using a bilingual English-Spanish test book (in 2005). NAEP has used these comparable samples to study the effects of allowing accommodations for students categorized as SD or ELL in the assessments. A series of technical research papers covering various NAEP subject areas has been published with the results of these comparisons (see <http://nces.ed.gov/nationsreportcard/about/inclusion.asp#research>).

Tables 1-A and 1-B display the percentages of students with disabilities and English language learners in Idaho identified, excluded, and assessed under standard and accommodated conditions at grades 4 and 8. The percentages in these tables are based on the total NAEP sample, including students who were excluded or not assessed.

Tables 2-A and 2-B show the percentage of students assessed in Idaho by disability status and their performance on the NAEP assessment in terms of average scale scores and percentages performing below *Basic*, at or above *Basic*, at or above *Proficient*, and at *Advanced* for grades 4 and 8. The denominator for the percentages in these tables is the total number of students assessed.

Tables 3-A and 3-B present the percentage of students assessed in Idaho by ELL status, their average scale scores, and their performance in terms of the percentage below *Basic*, the percentages at or above *Basic*, at or above *Proficient*, and at *Advanced*.

Table 4 presents the total number of students assessed, the percentage of students sampled who were excluded, and average scale scores for all participating states and other jurisdictions.

**Table
1-A****The Nation's Report Card 2005 State Assessment****Percentage of all students in science assessments identified as SD and ELL, excluded, and assessed, grade 4 public schools: 2000 and 2005**

Year and testing status		SD and/or ELL		SD		ELL	
		Idaho	Nation	Idaho	Nation	Idaho	Nation
2000 ¹	Identified	16	16	12	11	5	6
	Excluded	6	8	5	6	1	2
	Assessed under standard conditions	10	8	6	5	4	3
2000	Identified	16	19	12	12	5	8
	Excluded	2	5	1	3	1	2
	Assessed under standard conditions	8	10	5	5	3	5
	Assessed with accommodations	6	4	6	3	1	1
2005	Identified	19	22	12	14	8	10
	Excluded	2	3	2	3	1	1
	Assessed under standard conditions	9	9	4	4	6	6
	Assessed with accommodations	8	10	7	7	2	3

NOTE: SD = students with disabilities. ELL = English language learners. Detail may not sum to totals because of rounding. Some students were identified as both SD and ELL. Such students would be included in both the SD and ELL portions of the table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 and 2005 Science Assessments.

**Table
1-B****The Nation's Report Card 2005 State Assessment****Percentage of all students in science assessments identified as SD and ELL, excluded, and assessed, grade 8 public schools: 2000 and 2005**

Year and testing status		SD and/or ELL		SD		ELL	
		Idaho	Nation	Idaho	Nation	Idaho	Nation
2000 ¹	Identified	14	16	11	12	4	4
	Excluded	5	7	4	6	2	2
	Assessed under standard conditions	9	8	7	6	2	2
2000	Identified	14	13	11	10	4	4
	Excluded	3	4	2	3	1	1
	Assessed under standard conditions	8	7	5	5	3	3
	Assessed with accommodations	3	2	3	2	#	#
2005	Identified	15	18	10	13	6	6
	Excluded	2	3	1	3	1	1
	Assessed under standard conditions	7	7	4	3	4	4
	Assessed with accommodations	6	9	5	7	1	1

Estimate rounds to zero.

NOTE: SD = students with disabilities. ELL = English language learners. Detail may not sum to totals because of rounding. Some students were identified as both SD and ELL. Such students would be included in both the SD and ELL portions of the table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 and 2005 Science Assessments.

**Table
2-A****The Nation's Report Card 2005 State Assessment****Average science scale scores and percentage of students at or above each achievement level, by students' disability status, grade 4 public schools: 2000 and 2005**

Student disability status	Percentage of students	Average scale score	Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
Yes						
2000 Nation (public)	9*	119*	65*	35*	11	1
Idaho	11	119*	63	37	7	1
2005 Nation (public)	11	133	55	45	13	1
Idaho	11	135	53	47	10	#
No						
2000 Nation (public)	91*	148*	37*	63*	27	3
Idaho	89	156	22	78	32	2
2005 Nation (public)	89	151	31	69	29	2
Idaho	89	157	22	78	31	2

Estimate rounds to zero.

* Value is significantly different from the value for the same jurisdiction in 2005.

NOTE: The NAEP grade 4 science scale ranges from 0 to 300. Achievement levels correspond to the following points on the NAEP science scale: below *Basic*, 137 or lower; *Basic*, 138–169; *Proficient*, 170–204; and *Advanced*, 205 and above. All differences were tested for statistical significance at the .05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 and 2005 Science Assessments.

**Table
2-B****The Nation's Report Card 2005 State Assessment****Average science scale scores and percentage of students at or above each achievement level, by students' disability status, grade 8 public schools: 2000 and 2005**

Student disability status	Percentage of students	Average scale score	Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
Yes						
2000 Nation (public)	7*	117	75	25	8	1
Idaho	9	114	77	23	8	2
2005 Nation (public)	11	120	73	27	8	#
Idaho	9	126	70	30	9	1
No						
2000 Nation (public)	93*	150	40	60	30	4
Idaho	91	162	24	76	40	4
2005 Nation (public)	89	151	39	61	30	3
Idaho	91	161	25	75	39	4

Estimate rounds to zero.

* Value is significantly different from the value for the same jurisdiction in 2005.

NOTE: The NAEP grade 8 science scale ranges from 0 to 300. Achievement levels correspond to the following points on the NAEP science scale: below *Basic*, 142 or lower; *Basic*, 143–169; *Proficient*, 170–207; and *Advanced*, 208 and above. All differences were tested for statistical significance at the .05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 and 2005 Science Assessments.

**Table
3-A****The Nation's Report Card 2005 State Assessment**

Average science scale scores and percentage of students at or above each achievement level, by students' classification as English language learners (ELL), grade 4 public schools: 2000 and 2005

ELL status	Percentage of students	Average scale score	Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
Yes						
2000 Nation (public)	6*	102*	87*	13*	2*	#
Idaho	4*	‡	‡	‡	‡	‡
2005 Nation (public)	9	120	72	28	4	#
Idaho	8	127	68	32	4	#
No						
2000 Nation (public)	94*	148*	36*	64*	28	3
Idaho	96*	155	24	76	30	2
2005 Nation (public)	91	152	30	70	29	3
Idaho	92	157	22	78	31	2

Estimate rounds to zero.

‡ Reporting standards are not met.

* Value is significantly different from the value for the same jurisdiction in 2005.

NOTE: The NAEP grade 4 science scale ranges from 0 to 300. Achievement levels correspond to the following points on the NAEP science scale: below *Basic*, 137 or lower; *Basic*, 138–169; *Proficient*, 170–204; and *Advanced*, 205 and above. All differences were tested for statistical significance at the .05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 and 2005 Science Assessments.

**Table
3-B****The Nation's Report Card 2005 State Assessment**

Average science scale scores and percentage of students at or above each achievement level, by students' classification as English language learners (ELL), grade 8 public schools: 2000 and 2005

ELL status	Percentage of students	Average scale score	Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
Yes						
2000 Nation (public)	3*	102	89	11	3	#
Idaho	3*	‡	‡	‡	‡	‡
2005 Nation (public)	5	107	86	14	3	#
Idaho	5	123	71	29	7	1
No						
2000 Nation (public)	97*	149	41	59	30	4
Idaho	97*	158	27	73	38	4
2005 Nation (public)	95	149	40	60	29	3
Idaho	95	159	27	73	38	4

Estimate rounds to zero.

‡ Reporting standards are not met.

* Value is significantly different from the value for the same jurisdiction in 2005.

NOTE: The NAEP grade 8 science scale ranges from 0 to 300. Achievement levels correspond to the following points on the NAEP science scale: below *Basic*, 142 or lower; *Basic*, 143–169; *Proficient*, 170–207; and *Advanced*, 208 and above. All differences were tested for statistical significance at the .05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 and 2005 Science Assessments.

NAEP 2005 Science Report for Idaho

**Table
4**

The Nation's Report Card 2005 State Assessment

Total number of students assessed, percentage of all students who were excluded, and average science scale scores, grades 4 and 8 public schools: By state, 2005

State/jurisdiction	Grade 4			Grade 8		
	Number assessed	Percentage excluded	Average scale score	Number assessed	Percentage excluded	Average scale score
Alabama	2,600	2	142	2,300	2	138
Arizona	2,800	5	139	2,800	4	140
Arkansas	2,800	3	147	2,800	3	144
California	10,600	4	137	9,900	3	136
Colorado	2,700	3	155	2,500	2	155
Connecticut	2,800	3	155	2,700	3	152
Delaware	2,600	5	152	2,700	7	152
Florida	4,400	3	150	3,900	4	141
Georgia	4,200	2	148	3,900	2	144
Hawaii	2,800	3	142	2,700	3	136
Idaho	2,900	2	155	2,900	2	158
Illinois	4,100	3	148	4,000	3	148
Indiana	2,700	2	152	2,700	3	150
Kentucky	2,800	2	158	2,900	3	153
Louisiana	2,700	2	143	2,400	3	138
Maine	2,600	3	160	2,500	3	158
Maryland	2,800	2	149	2,600	2	145
Massachusetts	3,900	4	160	3,600	4	161
Michigan	2,500	4	152	2,400	4	155
Minnesota	2,600	2	156	2,500	3	158
Mississippi	2,800	3	133	2,700	3	132
Missouri	2,700	3	158	2,800	3	154
Montana	2,700	2	160	2,700	3	162
Nevada	2,900	4	140	2,800	3	138
New Hampshire	2,600	2	161	2,500	2	162
New Jersey	2,800	3	154	2,600	4	153
New Mexico	2,800	3	141	2,700	3	138
North Carolina	4,100	3	149	4,000	3	144
North Dakota	2,200	3	160	2,500	3	163
Ohio	3,500	4	157	3,400	4	155
Oklahoma	2,700	4	150	2,600	3	147
Oregon	2,700	4	151	2,600	3	153
Rhode Island	2,700	3	146	2,800	3	146
South Carolina	2,800	4	148	2,700	4	145
South Dakota	2,800	1	158	2,800	2	161
Tennessee	2,800	3	150	2,500	3	145
Texas	8,300	7	150	8,100	5	143
Utah	2,900	3	155	2,900	2	154
Vermont	2,000	3	160	2,300	3	162
Virginia	2,800	3	161	2,700	3	155
Washington	2,800	3	153	2,700	3	154
West Virginia	2,700	2	151	2,600	2	147
Wisconsin	2,600	3	158	2,600	4	158
Wyoming	1,800	2	157	2,100	2	159
Other jurisdiction DoDEA ¹	2,400	2	156	1,800	1	160

¹ Department of Defense Education Activity schools (domestic and overseas).

NOTE: The NAEP science scale ranges from 0 to 300. Sample sizes are rounded to the nearest hundred.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Science Assessment.